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ABSTRACT

This annotated bibliography contains 89 citations of journals, newspaper articles, textbooks, and government publications from Pakistan published between July and September 1979. Entries are arranged alphabetically by author in 21 categories--administration, adult education, agricultural education, curriculum, educational goals, educational planning, educational reform, elementary and secondary education, examinations, higher education, Islamic education, language instruction, libraries, childrens' literature, medical education, teacher education, teachers, teaching methods and media, womens education, general, and textbooks. For each entry, information is presented on author, title in the original language and in the English language, source, and publication date. An author index concludes the document. (DB)

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SELECTED BIBLIOGRAPHY AND ABSTRACTS OF EDUCATIONAL MATERIALS IN PAKISTAN

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ADMINISTRATION, ORGANIZATION AND FINANCING OF EDUCATION

1. AZAD, Choudhry Mohammad Husain, Ta'aleemi Inhetaat Kay Asbab. (Causes of Deterioration in Education) --- Mashriq (Lahore) August 20, 1979 (U).

Inspection of educational institutions is of two kinds: with notice and without notice. Both are equally important. If properly conducted, they serve to keep the teachers vigilant and the students alert. Inspections help in rising the standard of education. Unfortunately, however, no inspection teams with the name exist today.

Prior to 1970, inspection team used to visit the institutions regularly, but after nationalization of schools in 1972, the practice was abondoned. There are reasons: a) the inspectors as well as the inspected are untrained; b) if the inspection team works at college level, its members have nothing to say except thewords of praise in the remarks column; c) the officers of school cadres naturally follow in the foot steps of their seniors.

2. SHAFI, Mohammad. Private Ta'aleemi Idaray Kay Talaba (The Students of Private Institutions) --- Mashriq (Lahore) September 1, 1979 (U).

Certain educational institutions were not nationalized in 1972. Those that were nationalized, received special attention, but those that were left out, had a bleak future before them. The teachers belonging to such private schools can neither sit for departmental examinations nor appear in the competitive examinations. The same is the case with the students. They are not admitted to Government schools. What is, therefore, needed is to register these private institutions immediately and to allow the teachers to appear in departmental and competitive examinations.

It is noteworthy that private schools show better results in examinations than the Government schools. The reason is that the promotion of the teachers of private schools depends on their better results. The teachers of Government schools, on the other hand, [have] no such considerations to bother about. In view of this, private institutions should be given the importance and financial help that are due to them. Their students should also be given admission to government schools if they so desire.

3. ZAFAR, Sajjad. Naye Ta'aleemi Idaray Aur Jamey Mansoobabandi (New Educational Institutions and Comprehensive Planning) --- Mashriq (Lahore) August 5, 1979 (U).

While planning new educational institutions, no thought is given to the prospective number of students and their accommodation. Although during the last ten years, the number of educational institutions has gone up, every class is as overcrowded as ever. All educationists and teachers are unanimous in the opinion that teachers cannot pay individual attention to every student in an overcrowded class.

In rural areas, the number of schools is greater than the number of students, while in the case of urban areas the situation is just the reverse. The same is the situation in colleges. The increase in the number of colleges and teachers is greater than the number of students. Even then more or less the same problems like the problems of schools exist in colleges also. This is all due to wrong planning. If the planning is correct and comprehensive, the situation would ease.

ADULT EDUCATION

4. HASAN, Abul. Adult Literacy --- Dawn (Karachi) July 12, 1979.

A well-conceived and properly implemented adult literacy program in Pakistan can make a profound impact on the literacy percentage in the country, can develop the individual's personality and productivity, and raise his political and social consiousness.

In the rural areas, adult education imparted through community centers might include, apart from general information, specific courses designed to meet the vocational needs of the people. Books on agriculture, animal husbandry, health, hygiene, cottage industries, and environmental problems would be both informative and useful for a village farmer and his wife.

In the urban areas, a scheme should be drawn up for encouraging employees, especially in large industrial concerns, to make arrangements for imparting education to the illiterate workers. Motivation could be provided by offering monetary or other incentives. But it should not be forgotten that if the problem of illiteracy is to be tackled at its roots, adults should not be excluded from the purview of any educational program that is undertaken.

AGRICULTURAL EDUCATION

5. KARIM, Abdul. Faisalabad University --- Pakistan Times (Rawalpindi) September 18, 1979.

Admissions to the First Year Intermediate class of the University of Agriculture, Faisalabad for 1979-80 are to be completed on September 23, 1979 with reduced strength of only 200 students. After passing the University Intermediate Examination, these candidates will be eligible for admission to the various courses of the University. Half of the seats at the intermediate level will be filled by General intermediate examination candidates passing from the various Boards in the Punjab. As the graduates from this university will get Grade 17, they are bracketed with the Medical and Engineering graduates.

Under the circumstances, it is suggested that the Intermediate wing of the University of Agriculture, Faisalabad, be renamed as "University Intermediate College, Faisalabad," where the same courses will be taught as those in the other colleges of the Punjab, and examinations will be conducted by the Sargodha Board. The University already has a High School laboratory, where matric examination is conducted by the Sargodha Board.

This arrangement will reduce the present rush for admission to the Medical and Engineering sides, and all F. Sc. first divisioners in the Punjab will be admitted to the professional colleges for some years to come. This will also minimize back-door admissions to the University.

CURRICULUM

6. ZAHID, Ismatullah. Naqis Nizam-e-Ta'aleem (Defective System of Education) --- Mashriq (Lahore) August 5, 1979 (U).

Much has already been lost in the past thanks to wrong educational policies and defective syllabii. Now it has dawned upon the powers that be (that) the present system of education and the syllabii need basic changes. The syllabus in primary schools deserves special attention of the authorities. It should be so framed as to fulfil the demands of the nation, the country, and the relgion.

Education should not be limited to the study of text-books only. It should also serve practical purposes in life. This is possible only if education is planned and imparted in a

scientific way. It should also be pointed out to the students that the object of education is not mere employment. Its main objective is to build character. The number of text-books in primary classes should be minimized, and the language of the text-books should be simplified.

EDUCATION GOALS

7. BHUTTO, Ghulam Raza N. and ALI, Mohammad A. The Quality of Education --- In: The Quality of Teachers' Performance in Primary Schools, 21-29. Hyderabad, Bureau of Curriculum and Extension Wing. 1978.

The concept of quality of education is a controversial issue. The concept of good education, although varying from individual to individual and country to country, has some consensus on certain common factors.

The Advisory Board of Education first gave the concept of quality education in Pakistan. The concept of quality education, as cited by the Commission on National Education, is not much different in spirit from the one given by the Advisory Board of Education. The concept of quality education, as propounded by Adam Curle, Beeby, and Hector Correa, is discussed and compared with our concept of quality education.

The study of the concepts of the quality of education, as interpreted by the educators leads to some agreement on certain common factors that are listed.

8. KHALID, Yusuf. Nizam-e-Ta'aleem Aur Nazaria-e-Pakistan (The System of Education and Ideology of Pakistan) --- Mashriq (Lahore) September 1, 1979 (U).

The following points need to be kept in mind while preparing the new system of education: 1) The system of education must be in conformity with the ideology of Pakistan. 2) Noted theologians should be given full representation in the committees that are to form the system of education. 3) The system of education should be framed once for all in conformity with the ideology of Pakistan and national aspirations. 4) The teachers and students should be enjoined upon to strictly follow the tenets of Islam. 5) The teachers of schools, colleges, and universities disobeying these instructions should be removed. 6) Co-education should be discontinued, and separate institutions and universities should be established for female students.

9. NAVED, Mohammad Sarwar. Nizam-e-Ta'aleem Aur Islami Nazariyaat (System of Education and Islamic Ideology) --- Mashriq (Lahore) July 29, 1979 (U).

More than once, attempts were made to reform the education system and improve the curricula. The objective of the present system of education seems to be the distribution of degrees for the sake of employment.

Any education devoid of scientific research and without any ideological background is bound to fail in the long run. Our system of education should have a bias of Islamic ideology. Then comes the question of syllabus. Unfortunately, we have so far failed to prepare a syllabus that could be described as revolutionary and that could change the mind and the trend of the student community. As matters stand at present, our students take no interest in their syllabus. We should read the mind of the student community and find out what they really want.

EDUCATION PLANNING

10. JAVED, Qazi. A'ala Qaumi Ta'aleem Kay Baray Mein (About Higher Education) --- Imroz (Lahore) July 28, 1979 (U).

The announcement of far-reaching changes in the present education policy has attracted the attention of all and sundry. Some have appreciated the changes while others have not. The latter category of people feel that the new policy has not done justice to the ideology of Pakistan and to Urdu as a national language. This is not true. So far as the ideology of Pakistan and Urdu are concerned, the government is quite clear in its stand.

It is true that the University Grants Commission has decided to start classes of English for foreign students who are studying in this country. To protest against this decision is not justified. Majority of foreign students hail from Islamic countries, and most of them do not know this language. These students generally seek admission to Engineering, Medical, or Science classes, where the subjects are taught through English medium.

11. ZAFAR, Sajjad. Nai Ta'aleemi Policy Per Nazr-e-sani Ki Jai (Revise the New Educational Policy) --- Imroz (Lahore) July 30, 1979 (U).

The Education Department has framed a new education policy to raise the standard of education. But, it is feared, the standard

will fall rather than rise. According to the new policy, matriculation examination will be held in future not by the Board but by the school. Thus, the matric class will lose its importance, and every school will try to show cent per cent results. The trade of private tuition will prosper, and the students will bother little for the invegilators. In addition to this, two more years will be required for M.A. In view of these drawbacks, the new policy should be either revised or abondoned altogether.

12. TABASSUM, Haroonur Rashid. Taaleem Ka Mustaqbil (The Future of Education) --- Imroz (Lahore) July 17, 1979 (U).

It has been announced that matric examinations will not be conducted by the Secondary Board from 1981. This work will be entrusted severally to all High Schools. The reason for this change is that the real purpose of examinations has not been achieved because of the recourse to unfair means and leakage of question papers. But this is not the remedy. The new scheme will only make the matters worse. The members of the staff would be free to do whatever they like.

The Chairmen of all Boards in Multan have decided to re-structure the whole system of education as follows: 1) From Class I to Class VIII: Primary. 2) From Class IX to Class XIII: Secondary. 3) From XIII to Class XIV Graduation. Two more years for M.A. degree. This new structure will discourage the sons and daughters of poor families from going in seriously for education.

EDUCATION REFORMS

13. AMIRUDDIN, Mian. Hamari Darsgahain (Our Educational Institutions) --- Nawai Waqt (Rawalpindi) July 31, 1979 (U).

It is heartening to know that more emphasis will be laid on moral teaching in our educational institutions. But the question is who will impart this teaching to the students. There are many teachers who do not believe in religion and openly preach materialism. Experience demands that all unions should be banned for some time.

There are several methods of creating interest in the educational and extracurricular activities of the students. It is a fact that unions in educational institutions have polluted the atmosphere of colleges and universities.

14. ASLAM, Zahida. Nizam-e-Ta'aleem Aur Nisab-e-Ta'aleem Ki Khamiyaan (Defects in the System of Education and Curriculum) --- Jang (Rawalpindi) September 1, 1979 (U).

The defective system of education and curriculum is one of the main causes of the deterioration in education. Even though students are taught in English to higher stages, they cannot express themselves freely in this language. This is so because the syllabus is defective. While preparing the syllabus, it is essential to take into serious consideration the opinions of both the educationists and the teachers.

Lately, the government has decided to form a supervision committee of Principals in which more representation has been given to students than to teachers. Moreover, some of the basic facilities have been denied to the teachers. Young graduates and undergraduates are appointed as primary school teachers who are, naturally, ignorant of child psychology. Only experienced and expert men in child psychology should be appointed to teach in primary schools. Teachers training institutions should be established in greater numbers. The present system of examination also needs to be changed. The relationship between the student and the teacher should be strengthened.

15. BUKSH, Rasool. Maqsadi Ta'aleem (Purposeful Education) --- Imroz (Lahore) July 21, 1979 (U).

The decision of the confrence of the Vice-Chancellors taken and of the Chairman of University Grants Commission make it abundantly clear that a vital change in the prevailing system of education is to be expected in the near future. It is understood that due importance will be given to make education more purposeful. The syllabii of degree and post-graduate education will lay more emphasis on the character building role of the students.

The students of graduate and post graduate classes will have to study the ideology of Pakistan and Islamic principles. All post graduate students will also undergo compulsory military training for one year. To keep the educational institutions free from politics, some important decisions have been taken, such as the promotion of games and encouragement of extra-curricular activities. It has been decided to set up a national academy for raising the standard of education of the teachers.

16. GARIVAL, Sher Mohammad. Sehatmand Ta'aleem Say Zehni Inqilab (Mental Revolution from Healthy Education) --- Nawai Waqt (Rawalpindi) August 5, 1979 (U).

Our system of education indeed needs basic changes. But before bringing about these changes, serious thought should be given to this problem. We should know our national imperatives, the inherent defects in the system of education, and the ways of removing them. It is unfortunate that serious thought was never given to education by any government. All the governments that came to power made only superficial efforts to reform the system of education.

The basic problems are still there. The present syllabus is not in conformity with our national aspirations. If we really wish to reform our system of education, we must not blindly follow the Western system of education but evolve it in accordance with our own cultural needs and aspirations. We cannot expect mental revolution without Islamic system of education. The medium of instruction should be our national language, that is Urdu.

17. HUSAIN, Syed Akhtar. Hamara Ta'aleemi Shoba (Our Educational Sector) --- Nawai Waqt (Rawalpindi) July 17, 1979 (U).

There are three important elements of the system of education: 1) Administration, 2) curriculum, and 3) examination.

1) Administration. There was only one D.P.I. throughout the province of the Punjab. Now, each Division has one Director of Education. When there was only one D.P.I., the inspection team used to visit every educational institution twice a year, and the colleges were inspected either by D.P.I. or by the University Commission. Now there is no inspection of colleges. Primary and High Schools are also neglected. The standard of education has naturally fallen considerably.

2) Curriculum. The situation is not at all satisfactory. Frequent changes in syllabii have pulled down the standard of education. The existing syllabii for primary schools need to be revised immediately.

3) Examination. The section of examination needs to be changed. Formerly all examinations, except Inter, used to be held once a year. Now, the examinations are held twice a year. The semester system has utterly failed at the university level. What is, therefore, needed is to change the whole set up.

Inspection teams at all levels should be revised; the Directors and D.P.I's, should visit every institution; text-books of

mathematics, history, and geography should be revised; difficult words should be replaced by simple words; the section of examinations should be thoroughly overhauled,

18. MUKARRAM, Shaikh. Hamara Nizam-e-Ta'aleem (Our System of Education) --- Mashriq (Lahore) July 29, 1979 (U).

Our system of education has become too complicated to admit of any superficial reforms. The whole edifice may collapse any day. Take, for instance, the problem of admission to schools. Admission to English medium schools is next to impossible, The condition of Urdu medium schools is none the better. Every class is too overcrowded to be handled efficiently by any teacher.

The system of admission needs to be completely overhauled. In order to solve this problem, the number of schools has to be increased. Permission should be given to restart private schools. Present syllabii serve no useful purpose. Qualified teachers should be invited to prepare the syllabii. The number of text books should be reduced.

Immediate attention should be paid to improve the system of examination. The use of unfair means in the examination halls has made the examinations a laughing stock. Even so, the percentage of successful students is continuously falling. We should reform the present system of admission to our educational institutions and permit the opening of more private schools.

19. NAYYAR, Syed Meraj. Hamara Mas'ala-e-Ta'aleem (The Problem of Our Education) --- Imroz (Lahore) July 6, 1976 (U).

The problems of our education are: 1) The standard of education is deteriorating. 2) The pass percentage is falling. 3) There is unrest in educational institutions. 4) Respect for teachers has vanished. The causes are: 1) There are too many holidays in educational institutions. They remain closed for 221 days in a year. 2) Teaching in colleges is being neglected. 3) Teachers indulge in politics. 4) Students' Unions create problems.

The solutions for these problems are: 1) Teachers should pay more attention than before to the results of examinations. 2) The teachers who indulge in politics should be removed. 3) Students union should be banned. 4) The number of holidays should be reduced. The following steps should also be taken to improve the standard of education and the percentage of successful students: 1) Ban should be imposed on the present custom of private admission. There should be at least one

Board in every province. 2) Compartmental examinations should be stopped. 3) Extra-curricular activities in educational institutions should be encouraged so as to divert the attention of the students from negative activites.

20. PIRACHA, Abdur Rashid. Nizam-e-Ta'aleem (The System of Education) --- Nawai Waqt (Rawalpindi) September 19, 1979 (U).

Following are some suggestions about reforming the present system of education: 1) English-medium schools should be immediately closed. All the schools directly or indirectly administered by the government should be converted into general institutions. 2) All English books on Science should be translated into Urdu within a specified time. 3) All examinations should be conducted by the Public Service Commission. 4) Recitation of the Holy Quran should be made compulsory up to Class VIII. Any student who fails to read fluently in Class VIII, should not be promoted to the higher class. 5) English should be made compulsory up to Intermediate class, and the students who score 25 per cent marks should be declared passed. 6) All students must know the language and culture of other provinces. 7) Teachers of colleges and universities in one province should be transferred to other provinces if they so wish. 8) In all educational institutions, Shalwar, Kamiz and Jinnah Cap should be made compulsory for students.

21. QURESHI, Husain Ahmad. Ta'aleemi Maqasid (Educational Objectives) --- Nawai Waqt (Rawalpindi) September 26, 1979 (U).

The following suggestions might help determine our educational objectives: 1) With the expansion of educational institutions, audio-visual and other teaching aids should be made available. 2) One M.Ed/M.A. (Education) teacher should be appointed in every High School to guide the students. 3) In order to attract M.Ed. teachers, scale No. 17 should be awarded to them. They should be given the task of preparing syllabii, management, and other related matters. 4) In order to determine educational objectives, the aims and objectives of education should be determined. 5) In the institutions where there is a scope for teachers' training, highly qualified and experienced diploma holders on Education should be appointed to train the teachers. 6) Preference should be given to M.Ed. and M.A. (Education) in the matter of recruitment for the posts of Headmasters of Middle Schools, Second Masters of High Schools, Teachers of Training Schools and of other educational management posts. If these suggestions are put into practice, most of our problems would be solved.

ELEMENTARY AND SECONDARY EDUCATION

22. ALI, Akbar. Primary Education --- Dawn (Karachi) July 22, 1979.

Primary education is the foundation of our educational edifice as also of our democratic freedom. Our literacy percentage is shamefully low. As per 1972 Census, it was 21.7 - 14 .3 per cent in rural areas and 41.5 per cent in urban areas. Women (11.6 per cent) lagged far behind men (30.2 per cent). Hitherto, we have been unable to enrol a large majority of children for schooling.

Primary education is the birthright of every child. The rate of growth of enrolment at primary level is not satisfactory. By the end of 1978-79, total enrolment was expected to increase to 6.16 million from 5.92 million in 1977-78.

Rapid expansion is possible, as a rule, at the expense of quality. A tight control of quality must be maintained while expansion remains the motivating thrust. Training of teachers will also be crucial in institutionalizing primary education.

23. BHATTI, Rahat. Primary Ta'aleem, Asateza Aur Unkay Masa'el (Primary Education, Teachers and their Problems) --- Jang (Rawalpindi) September 29, 1979 (U).

If we want to raise the standard of primary education, we should immediately raise the status of the teachers in society. As to the question of syllabus, it is unfortunate that top educationists and academic degree holders of rank are assigned the job of preparing syllabii for primary schools, while the teacher community is strictly kept aloof. It would be in the best interests of education if the teachers too are included in the syllabus committees.

The course at primary levels should be shortened. Too many books serve only to confuse the juvenile minds. Books on social studies and science should be excluded from the syllabii of primary schools. The shortage of teachers in primary schools should be immediately made up. To teach sixty or seventy children in a class is next to impossible. Attention should also be paid to the question of libraries, both for the students and the teachers in primary schools.

24. BHUTTO, Ghulam Raza N. and ALI, Mohammad A. The System of Primary and Secondary Education --- In: The Quality of Teachers' Performance in Primary Schools, 30 - 62, Hyderabad, Bureau of Curriculum and Extension Wing. 1978.

The points under discussion are: The organization of the

educational system at the primary and secondary levels; social and economic conditions of the Province of Sind in which the teachers are working; planning and development of the educational program under the successive plans in the light of the Commission's recommendations are discussed.

The discussion runs under the following heads: 1) background; 2) the system of education, its reorganization and planning; 3) the six-year national plan for educational development; 4) the First Five-Year Plan 1955-60; 5) The Second Five-Year Plan 1960-65; 6) The Third Five-Year Plan 1965-70; and 6) The Fourth Five-Year Plan 1970-75, and the Education Policy 1972-80.

25. CHAUDHRY, Nawabuddin. School Mathematics --- Pakistan Times (Rawalpindi) September 28, 1979.

The curriculum of our elementary mathematics has been designed on the false assumption that the child has become conversant with some mathematical situations before enterring the school and possess the idea of number base. Early years are very delicate in the life of a child - not only acquires skills in the learning of mathematics but also develops habits and attitudes. Lessons learnt during childhood have lasting effects upon the personality of a child. Therefore, the best possible topics should be provided to it at this stage.

It is essential that children who drop out either after Class V or Class VIII should carry with them enough agro-technical education and mathematical skills as they return to their local or ancestral vocation as better farmers, artisans, and craftsman. Controversial topics should be left out to avoid creating confusion in the minds of teachers and students.

26. HAMDANI, Iram Muqim. Ibtedai Jamaaton Mein Ghalat Tariqa-i-Ta'aleem (Wrong Methodology of Education in Primary Classes) --- Jang (Rawalpindi) August 18, 1979 (U).

The defective system of education is the root cause of all deterioration in the standard of primary classes. Our children have been loaded with too many text-books. So, the number of text-books prescribed should be reduced. In order to make the books more attractive to the young minds, the text-books should have more illustrations and more interesting contents than at present.

The teachers should not tell them that they have to pass the examination by hook or by crook. This piece of advice will only

serve to drive the students to memorize and cram the lessons. Teachers can play a vital role in kindling the sense of curiosity in the young minds. Only trained teachers should be entrusted with this job.

27. KHAN, Fateh Khan. Ta'aleemi Inhetaat Kay Asbaab (Causes for Educational Deterioration) --- Jang (Rawalpindi) July 28, 1979 (U).

Strangely enough, the syllabii for primary schools are prepared by those who have nothing to do with schools. The result is that the text-books that are taught in primary schools do not come up to the required standard. About 75 per cent primary schools have no suitable buildings or requisite furniture for the students. Oddly enough, the teachers are held responsible for bad results in such schools.

The problem of seniority and salary of the teachers belonging to nationalized schools is the root cause of unrest among them. The shortage of teachers in most of the schools is yet another problem yet to be solved. The condition of Municipal Schools is also unsatisfactory.

EXAMINATIONS

28. AHMAD, Bashir. Students' Woes --- Pakistan Times (Rawalpindi) July 6, 1979.

Students who passed their degree examination last year and wished to pursue post-graduate courses of study, have been anxiously waiting for their admission, which was expected first in March and then in June, 1979. A firm date is yet to be announced. A year's loss is staring them in the face. Yielding under the pressure the government has deferred the examination to September. The summer vacation, originally scheduled for six weeks, has been extended by 5 or 6 weeks more on the plea of the heat wave. The degree students are still uncertain of the firm date of their annual examination.

The big snag consists in the fact that no college has made any serious effort to make up the loss suffered by the students as a result of the forced closures of colleges. The Education Department, the University, and the Colleges appear unmoved. A loss of one whole academic year is a frightful thing for the students, both mentally and monitarily.

29. AHMAD, Kazi Ainuddin. Semester System - Myth and Reality --- Pakistan Times (Rawalpindi) July 6, 1979.

Let us have a look at the fundamental character of the "annual system", so called, in which the curriculum for one academic year is divided into a number of seperate subjects, about eight or nine in number. If the academic year is of nine months, and all the subjects are taught together, the method is called 'annual system',. If the subjects are taught in lots of twos and threes, the system is called "semester system".

In a "quarter system", the students usually attend to three subjects during one quarter. The real difference between these systems is the number of subjects taught at a time and the period of final assessment. In our experience, an arrangement of external evaluation or public examination has been found more successful in so far as it introduces a certain amount of objectivity, as compared to purely internal evaluation arrangements. We should retain the semester system and as much as it ensures a manageable number of subjects to be taught at a time. Teachers should be made partly responsible for the performance of their students. The curriculum should be so amended as to attract students.

30. AKHTAR, Hamid. Matriculation Results --- Pakistan Times (Rawalpindi) July 1, 1979.

In the Lahore Board of Intermediate and Secondary Education, 46.3 per cent of the 58,248 students who took the Matriculation Examination have passed this year. This percentage is an improvement on that of the last year which was 44.8. Now, about 10,000 matriculates will start thronging the colleges in the city in quest of admission, but only about 5,000 will obtain it. The rest, mostly third-divisioners, will swell the waiting-lists and will be carried over the next academic year. This ritual is repeated every year.

The alarming aspect of the latest results is the low pass percentage in the subject of General Mathematics. As compared to English (62.6) and Urdu (89.9), this subject of pivotal significance in the country's academic life has managed a poor 28.5 per cent. The poor showing in the subject of Mathematics will adversely affect the implementation of a National Education Policy which is so heavily reliant upon the study of Science.

31. AZAD, Choudhry Mohammad Husain. Imtehanaat Ka Maujooda Nizam (Present System of Examination) --- Mashriq (Lahore) August 19, 1979 (U).

Till recently, the Registrar for Examinations was appointed from among the school teachers, but of late, the posts of Registrar, In-charge Scholarships, and Assistant Director Establishment, have been transferred from the cadre of teachers to that of clerks. At present, C.T. examination is held after passing the F.A. examination. Likewise, the examinations of S.V., P.T.C., and Middle Standard are held under the supervision of Registrar of Examinations. It must be remembered that the Registrar is now the clerk who is only a matriculate. In view of this the standard of education is deteriorating. Other responsible institutions for examinations are the Boards which consist of a Chairman, a Controller and a Secretary.

There are five Boards in the Punjab. All the posts are reserved for College cadre. No school teacher can aspire for any one of them. The third institution for examinations is the University, and school teachers have nothing to do with it. The injustices being done to school teachers are not hidden from anyone.

32. BHUTTO, Ghulam Raza N. and ALI, Mohammad A. Degree of Children's Success at the Public Primary Examinations --- In: The Quality of Teachers' Performance in Primary Schools, 101-122. Hyderabad, Bureau of Curriculum and Extension Wing. 1978.

The criteria for determining the quality of teachers' performance are the degree of children's performance at the public primary examinations. To understand these criteria, a brief mention is made of the nature of the examination systems, both traditional and modern, as suggested and recommended by the new education policy, The evaluation system is briefly introduced followed by a discussion of the merits and demerits of both the traditional and the new evaluation systems.

The degree of children's success in public examinations is discussed in some detail. The problem of large wastage is also discussed together with the wastage at secondary stage.

33. GILANI, Ismail. Kiya Semester Sistem Nakaam Hocheka Hai? (Has Semester System Failed?) --- Akhbar-e-Khawateen (Karachi) July 21-27, 1979 (U).

There is no denying the fact that the semester system in Pakistan has failed. Further continuance of this system will only damage the entire conception of education. According to

the old system, a student used to complete the course in two years. Now, he remains busy for more than two years. A poor country like Pakistan cannot bear educational expenditure of all students. Nor is it possible for the poor parents to bear this burden. The result is that such students give up their studies early in their career.

The success of any educational system mostly depends on well equipped libraries and the number of teachers. These facilities do not exist in our country. Another defect in the system is that the teacher himself sets the paper and evaluates the answers. In the circumstances he cannot help being partial. This system should be changed.

34. HASAN, Ahmad. Matric Kay Nataij (The Matric Results) --- Imroz (Lahore) July 3, 1979 (U).

With the introduction of the Grade System in matric examination last year, it was expected that percentage of successful students would rise. But the results of matric as announced by the Secondary Board Lahore show that the percentage of successful students is only 46, that is, only 1.5 per cent above that of the last year. The results of all the Boards in the Punjab prove that the situation remains the same.

Now, it is the duty of the teachers and the educationists to give serious thought to the matter and pinpoint the defects in the system. One per cent rise in the overall results in matric examination lead to the conclusion that the teachers and the Boards have not yet realized their responsiblities.

35. HUSAIN, Shaikh Ghulam. Matric Ka Imtehan Khatm Karna Ghalti Hogi (End of Matric Examination a Mistake) --- Nawai Waqt (Rawalpindi) July 3, 1979 (U).

If, according to the decision, headmasters of schools are authorized to issue certificates in 1981, every school would become a wholesale distribution center of certificates. The teachers would further shirk their duties and take to private tuition with added zeal.

There is no denying the fact that since the nationalization of schools in 1972 the standard of teaching has been falling sharply. The proposed system would only make this fall all the more precipitious. The government should withdraw this decision forthwith and take positive steps for improving the standard.

36. KHALEQ, Abdul. Matric Examination --- Pakistan Times (Rawalpindi) July 5, 1979.

There was a news item saying that the matriculation examination would not be held from 1981 onward because of large-scale malpractices, etc. This new policy would be defeating its own purpose. It is hard to imagine how the Board is going to work out a semester system for the 1981 matric students when the studies have already begun according to the old system.

Too much power is proposed to be delegated to the teachers. For instance, if a certain teacher does not like a student he can easily spoil his result. Full course will not be taught, and the purpose of education will be defeated. There will be a lot of strain on the students, because all the time they will be trying to please their teachers. If their teachers are not happy, there will be no good results.

The students should feel free to study and develop their mental powers. Thirdly, there is no country in the world which has adopted this method for school which we propose to introduce in our leaving certificate studies.

37. RASHID, Samina. Semester System --- Pakistan Times (Rawalpindi) July 27, 1979.

It is disappointing to find parents who fail to appreciate the recent change in the examination system. The system of examination has long since been discarded as an exercise in futility in progressive countries. Two months before the examination is to commence, school and college students sit themselves to parroting their books. Their only object is to get through a long-dreaded "exam" or to please a parent-figure. They fail to develop steady character and sense of responsibility. We have no alternative but to give the semester system a try.

Firstly, many of our teachers are corrupt. Under the semester system, they will have to valuate the daily work of their students and give weekly reports.

Secondly, it will be difficult for corrupt parents to bribe a school teacher on weekly basis, The students will have no choice but to take their studies more seriously. The semester system demands regularity, hard work, and attention. There need be no apprehension as to how the Board is going to work out a semester system for 1981 Matriculation class when students have already begun work according to the old system. The course of study will remain the same.

38. SALAM, Mohammad. Semester for Schools --- Pakistan Times (Rawalpindi) July 4, 1979.

Semester system for schools is generally accepted as the best system of education. Two proposals in particular are based on exactly contrary arguments. Under one proposal, the annual public examination for Matriculation will be replaced with internal semester tests. Under the other system, the experimental semester system in the Punjab University will be abolished and a modified form of annual external and internal tests will be restored. The reasons given for the first proposal are: the Secondary and Intermediate Boards are ridden with large scale malpractices, which have reduced the examinations to a farce. In the other case, the argument is that the system of internal assessment has promoted negative tendencies, induced favoritism among teachers, and made both teachers and students easy going.

Secondary education now needs a reform of the methods and contents of teaching.

39. SAYEED, Khawja Amjad. Semester Sistem (Semester System) --- Imroz (Lahore) July 12, 1979 (U).

The basic defect in the previous educational system was that examination used to be held after two years. But the semester system keeps the students bound up with their books the year round. The teachers have been authorized to assign their students the work of preparing their term papers with the help of library books.

Thus, the teachers always remain the students' best guide from classroom to the examination hall.

The teacher is required to prepare a detailed outlines of the objectives of the course, syllabus, the method of teaching, proposed books, grades, etc. Every teacher is required to prepare a time-table of the course and finish it accordingly. At the moment different universities follow different practices and routines thus creating confusion among the students. The University Grants Commission should, therefore, take immediate steps to enforce these rules and regulations. All universities should follow one and the same syllabus.

40. TAHSEEN, Faisal. Imtehani Marakiz Mein Laqanooniat (Lawlessness in Examination Centers) --- Jang (Rawalpindi) July 21, 1979 (U).

There is a common tendency of cheating and lawlessness in

examination centers. The students and the teachers are equally involved in this nefarious activity. The invegilators are bribed. If they show any strictness, the students rise against them. Even if any student fails, he readily buys a forged certificate available in the market. Many agencies are doing roaring business in forged certificates and diplomas.

It is high time stern action was taken by the government against such activities. Strict secrecy should be maintained in the printing press where question papers are printed. Examination centers should be heavily guarded by the police, and severe punishment should be inflicted upon the invegilators who abet the students in their criminal activities.

HIGHER EDUCATION

41. HASHMI, Khaled Mahmood. Baluchistan University Ka Ta'aleemi Me'yaar (Standard of Education of Baluchistan University) --- Imroz (Lahore) July 9, 1979 (U).

The standard of education in Baluchistan University can be compares with that in any other university in the country. Its smooth running shows that it has no troubles and no problems to bother about. Students' union is not allowed in the university. The department of Business Administration will start functioning from the next year.

At the moment, the total number of students is about fourteen hundred, the female students being in a minority. The semester system in the university at present is working only in six departments. This cautious step has been taken in view of the results of the semester system in other universities. The system was not introduced stage by stage as in other universities. The results are not encouraging.

42. HUSAIN, Riaz. Overcrowding - the Problem with College Education --- Pakistan Times (Rawalpindi) July 27, 1979.

Over the last twenty years, the classroom population has increased beyond all bounds. The teacher is no longer lecturer but virtually a public speaker. About ten students compete for a sitting room on a desk designed for eight. In the case of science colleges, medical colleges, colleges of technology and so forth, the people have come to accept a ceiling on admission. But no such realization has come to administrators or parents, especially in the case of arts courses.

Colleges must take on additional responsibility that they have

shirked so far. Towards the close of the educational year, every college should hold a "careers convention" for the benefit of its final year students. To this convention should be invited, representatives /of employers in the public and private sectors, such as industries, business houses, Railways, WAPDA banks, insurance companies, communications network, etc. These representatives should supply information to students and their parents about the available vacancies, nature of work, terms of service, etc. in their respective organizations. Interviews with suitable candidates with prospective employers may also be arranged during these conventions. The idea is that the college must somehow play the role of an intermediary between employers and the prospective employees.

43. KHURSHID, Abdus Salam. A'ala Ta'aleem - Chand Tajaweez (Higher Education - Some Suggestions) --- Mashriq (Lahore) July 27, 1979 (U).

It is heartening to see that a three-month training course has been made compulsory for newly appointed lecturers of colleges. The training has been made compulsory for senior teachers as well. For this purpose, a National Academy for Higher Education will be set up with regional offices in Karachi, Hyderabad, and Lahore.

The appointment of OMBUDSMAN in the Quaid-e-Azam University and the Punjab University is a step in the right direction. Inter-university transfers of lecturers will help freeflow of knowledge. But the methods adopted to achieve this end are complicated and might create some problems. Of course, if any teacher wants his transfer to another university, his application should be considered sympathetically.

In the interests of discipline in the university, the administration should not interfere in the affairs of the student community. If any student, even a leader of the union, is found responsible for indiscipline, the Vice-Chancellor must be free to take immediate action against him.

44. NIAZI, Ghulam Yasin Khan. Universition Ki Islah Ka Mas'ala (The Problem of Reformation of Universities) --- Nawai Waqt (Rawalpindi) August 12, 1979 (U).

The government has accepted most of the recommendations of the Vice-Chancellors for the reformation of the universities. According to one recommendation, teachers can be transferred from one university to another, or from one province to another and vice versa. It is claimed that this procedure will strengthen the national administration set-up. But, according to educational authorities, the results would be harmful.

Basically, the employment of the universities is confined to one place, and the lecturers and professors feel secured under this arrangement. Moreover, such transfers will create financial and other problems for them. So, if the recommendations are put into practice without taking into account the problems of the teacher, they will feel frustrated and would pay less attention is their profession. Thus, the ultimate sufferers will be the students. It is, therefore, hoped that the government and the University Grants Commission would revise the decision in the interests of both the teachers and the students.

ISLAMIC EDUCATION

45. NIAZI, Ghulam Yasin Khan. University Satah Par Islamiyaat Ki Lazmi Ta'aleem (Compulsory Teaching of Islamiyaat at University Level) --- Nawai Waqt (Rawalpindi) September 28, 1979 (U).

On the one hand the teaching of Islamiyaat is being made compulsory for the students of M.A. and M.Sc., and on the other hand arrangements are being made for introducing Islamiyaat as an optional course. At the moment, when the need for the teaching of Islamiyat beyond dispute, the question of experimentation does not rise at all. There is no denying the fact that in our present system of education the teaching of Islamiyaat has never been given the status it deserves.

No concerted efforts were made for the effective and meaningful teaching of Islamiyaat despite the fact that it is essential for our national and ideological integration. It should be given at least the status that English enjoys in our system of education. The teaching of Islamiyaat should be made compulsory for the students of M.A. and M.Sc. at the university level.

LANGUAGES, TEACHING OF.

46. ANSARI, Jamil Ahmad. Urdu - Zaria-e-Ta'aleem (Urdu as a Medium of Instruction) --- Mashriq (Lahore) September 3, 1979 (U).

It is heartening that Pakistan Scientific Society has started the translation of scientific terms in Urdu and has also undertaken to publish a Science magazine in this language. There is no denying the fact that given the will, our intellectuals would start translating scientific and technological books from English into Urdu. Unfortunately, those at the helm of affairs never made any effort to popularize Urdu in the country. They rather created obstacle in the way of making Urdu the medium of

instruction.

Urdu should be introduced as the medium of instruction by stages. Meanwhile, scientific and technical books in English and other developed languages should be got translated by eminent scholars. The government should announce the decision to make Urdu the medium of instruction within the next four or five years throughout the country.

47. MAHMOOD, Syed Hamid. Nation and the National Language --- Morning News (Karachi) July 31, 1979.

The idea of equating English with the progress of a nation, as put forth by some lovers of English, is based on false logic and is unrealistic. They are requested to have a global look so as to place the developed world against the underdeveloped or developing world, with particular reference to their media of instruction. The stark reality is that all the developed or advanced nations of the world are doing their entire business in their respective national languages.

On the other hand, most of the underdeveloped or developing nations are still clinging to the alien language left over by their past colonial rulers. The development or advancement of a nation does not depend upon the adoption of a foreign language. But 90 per cent of the time of our students is spent in just picking the rudiments of an alien language. If the policy makers of Pakistan had decided to switch over to the national language 25 years ago, things would have been different from what they are at present and our young men and women of today, would have been better educated and better disciplined.

48. MEHKRI, G.M. English With or Without --- Morning News (Karachi) September 21, 1979.

According to "The Linguistic Survey of India," more than 600 languages and dialects are spoken in this Subcontinent. Of these, about 14 are major languages. None of these was ever proposed to be replaced with English. But the effect of English upon Urdu has been immense. So, what all we have to do now is to do what the English themselves did to enrich their language with the terms of science and technology. They imported wholesale the technical words from Latin and Greek while retaining their own grammar and syntax.

Most of the Latin, Greek, and English technological terms have no adequate equivalents in the present-day Sanskrit, Arabic, and Persian. They have to be coined.

49. NAZIR, Khalid. Nai Nasal Angrezi Mein Kiun Kamzore Hai? (Why New Generation Weak in English?) --- Jang (Rawalpindi) September 22, 1979 (U).

It has been observed that most of the students who fail in English in the final examinations are allowed to sit in Compartmental examination. The reason is that from the very beginning it is dinned into their ears that English is a very difficult language. They do not even try to work hard to improve their knowledge of English.

Apart from this, most of the teachers are too poor in English to guide the students. Naturally, such students turn to guides, test papers, or private tutors for help. Despite this, they fail in examinations. Since there is no escape from English in modern times, the need of the hour is to remove the fear of English from the minds of our students. Secondly, only such teachers should be appointed as are well versed in this subject.

50. RAHMAN, Habibur. A Case for Urdu --- Pakistan Times (Rawalpindi) August 20, 1979.

The slow pace of development of Urdu language has become a problem thanks to the failure of the government in declaring it the official language of the state. This aspect of the matter, unfortunately, has not yet received sufficient attention. If Urdu has not yet reached the stage, where it can carry the burden of modern-day communication, the fault lies in refusing to harness it for the purpose. Create the need first, and the remedy will follow automatically.

Once Urdu is introduced as the language of day-to-day intra-departmental work as well as inter-departmental communication and as the medium of competitive examinations, both the writing community and the publishing industry will get into gear to meet the new situation.

LIBRARIES

51. HANIF, Akhtar. Adult Literacy --- Dawn (Karachi) July 21, 1979.

The absence of libraries is one of the main reason for the fall in the percentage of informally educated literates from 16 in 1961 to 2 in 1973. It must be still lower now. Literacy lapses into illiteracy if the people are not provided means of self-education throughout the life, and the only recognized means of such self-education is the library. The report of the Commission

on National Education of 1959 had remarked, "it must be remembered in this context that the new literate consists not only of the adult who has followed a literacy course, but also the child who has just left school".

The Society for the Promotion and Improvement of Libraries has been working since its inception in 1960 for the promotion and improvement of libraries. It has been selling the idea that a steady process of intellectual growth warrants free and universal provision for a good public library service. If the programs of adult education are to be made meaningful and the neo-literates are not to be left above to abandon their newly acquired reading skill, the public library system must be organized and developed. Public libraries are the universities of the people.

52. SIDDIQI. Ahmadulla. Library Education --- Morning News (Karachi) August 11, 1979.

In Pakistan, there is a growing demand for trained librarians, with the expansion of educational institutions and libraries. So, the proposal for the introduction of Library Science as a subject at Intermediate level has been accepted by the education authorities. Library Science was so far being taught at the university at the Diploma and M.A. levels. The growing need for trained librarians calls for more opportunities of library education.

The Pakistan Bibliographical Working Group did a commendable job by instituting a School of Librarianship. The School used to award Diploma in Special Librarianship and Bibliographic courses for several years. The standard of the school remains as good as that of Diploma. The move for introducing Library Science as a subject at Graduate level in colleges has also been okayed by the Academic Council of the Karachi University.

LITERATURE FOR CHILDREN

53. AKHTAR, Ahsan. Books for Children --- Pakistan Times (Rawalpindi) August 25, 1979.

Attractive and varied reading material for children remains a neglected sector in our nation's educational and development program. The proverbially low purchasing power of our people and the absence of stimulating environment for the child's mental faculties holds no promise for children's book publishing activity. Reading habit, if inculcated from early childhood, lasts lifelong.

The array of high-priced, beautifully illustrated, imported children's books on the shelves of our bookstores is a sad commentary on the void in children's book production at home. Our government must endeavor to fill this gap by subsidizing book production. With the expected rise in the number of children in the developing countries to 1.391 million in 1980, the demand on resources and the need for adequate juvenile literature will increase in geometrical progression.

54. ALI. Syed Amir. Bachchon Kay Liye Kiya Likhna Chahiye (What Should Be Written for Children) --- Lahore (Kitab) 13(4): 20-23. January, 1979 (U).

There is a marked difference between the writing for children's books and the writing for adults. For obvious reasons for children are written according to their mental levels of language and knowledge. Old classical literature is still very popular among them, because it was written keeping in view their learning capacity.

Writing for children is far more difficult than writing for adults. Perhaps this is why that the number of good writers of children are few as compared to writers of adults. It is very unfortunate that much of the present-day children's literature is mostly sub-standard and the product of easy writing. What should be written for children is a very important considerations and a guidebook should be prepared for the writers of children.

55. HUSAINI, S.H. Bachchon Mein Zoq-e-Mutala Kis Tarah Barhaya Jai (How to Develop Reading Taste Among Children) --- Lahore (Kitab) 13(4): 14 - 16. January, 1979 (U).

Education is a continuing process. It goes on from the cradle to the grave. Text-books play an important role in the process of learning. Non-textbooks, too, play an equally important role in the process of learning. All books written for children have educative value. Interest in books opens up ways for learning, and this interest is created through books that are attractive to children. Children are curious by nature, and if a book satisfies their curiosity, they read it willingly.

In order to develop reading habits, children should be provided reading materials of their interest. Development of children's libraries will be a big step in promoting reading habits. Children's book exhibitions and fairs will also help in the promotion of reading habits in children. Books for children should be attractive and low in price.

56. NAQVI, Ghulamus Saqilain. Bachchon Mein Zoq-e-Mutala Kis Tarah Paida Kiya Jai (How to Develop Reading Taste Among Children) --- Kitab (Lahore)13 (4): 17-19. January, 1979 (U).

Radio and television are a big distraction for children. Their interest in books is on constant decline. The need of the time is to develop their reading taste, so that this important tool of knowledge can play its role effectively. The importance of books cannot be overemphasized. It is also true that radio and television cannot take the place of books.

To promote interest in a book is not possible if it has no attraction for children. Forced reading cannot promote reading habits. Perhaps, it is true that reading taste is better created in libraries than in classrooms. In library, the child is not forced to read. Here he comes of his own choice and reads books of his own liking. Children are naturally interested in stories. Serious subjects, if presented in the garb of stories, will be read by children with interest. If it is intended to promote reading habits among children, give them interesting literature to read.

MEDICAL EDUCATION

57. AKHTAR, Salim. Postgraduate Medical Education --- Pakistan Times (Rawalpindi) August 17, 1979.

The pace of progress and discovery in advanced countries is so rapid that if the curriculum in medical schools is kept static, as is done in our country, knowledge of our new medical graduates will be an almost obsolescent on the day of their graduation.

The flow of knowledge between underdeveloped countries like Pakistan and others must occur regularly and freely. Urdu medium of instruction at the primary school level will pose very serious problems for our future generations. Haphazard introduction of new systems in the country will put our country back at least by a century.

No national or international collection of books or journals will be available to help these people. The experiment of postgraduate medical education in the country seems to be up against similar problems. The need for understanding our national language can be, and should be stressed, but any poorly planned experiments based on hit and miss trials will spell disaster for the country.

58. BUTT, Nasir Mahmood. Medical Ta'aleem Ka Me'yaar. (Standard of Medical Education) --- Mashriq (Lahore) September 14, 1979 (U).

During the last twenty years, three Post-Graduate Medical Institutes have been established in Pakistan. In the past, our doctors used to go abroad for Post-Graduation in medical science. If the syllabus of our medical education remains static and unchanged, the professional standard of our doctors will come down. Syllabus changes with the change of time.

The situation in Pakistan, however, is different. We have no provision whatsoever at the levels of under-graduate and post-graduate education for bringing about necessary changes in the syllabii. Our students have to learn the languages like English, French, German, if they want to acquire modern knowledge in this field. At the moment, scientific literature mostly publish in these languages.

59. JAMSHED, Abu. Kiya Medical Ki Ta'aleem Urdu Zaban Mein Mumkin Hai? (Is Medical Education Possible through the Medium of Urdu?) --- Mashriq (Lahore) Augst 11, 1979 (U).

The question whether medical education is possible through the medium of Urdu, the national language of Pakistan, is not debatable. Apart from the developed nations, most of the developing nations of Asia and Africa have adopted their national languages as the media of instruction. Only Pakistan is lagging behind in this matter.

When Urdu has been formally accepted as the national language of the country, and it has the potentiality to serve as the medium of instruction, it seems strange that it has not been made compulsory at all stages. It is argued that Urdu has no substitute terms for scientific and medical vocabulary. Such arguments are baseless. Long before independence, the experiment was made in Hyderabad Deccan to teach Science and medical subjects through the medium of Urdu. The experiment proved an unqualified success. There are numerous books on science and medical subjects in Urdu.

The Government is not clear so far as the question of medium of instruction is concerned. There are many schools and colleges where English continues as the medium of instruction even to this day. The present policy should be changed immediately.

TEACHER EDUCATION

60. BHUTTO, Ghulam Raza N. and ALI, Mohammad A. Conclusions --- In: The Quality of Teachers' Performance in Primary Schools, 123 - 148. Hyderabad, Bureau of Curriculum and Extension Wing. 1978.

In an effort to determine the quality of education based on the teachers' performance in primary schools of Sind, two related areas of relevant problems have been examined 1) the academic and progressional preparation of primary teachers, and 2) the degree of children's success at the public examinations. An analysis of the findings of the present report has demonstrated that there is wide gap between what has been recommended by the Commission on National Education and the New Education Policy, and what actually exists in the system of education.

Suggestions for the improvement of the academic and professional competency of the primary teachers have been made under the following heads: 1) shift of educational strategy; 2) administrative re-organization; 3) increased responsibilities of local governments; 4) inspection and supervision; 5) medium of instruction; 6) change in educational practices and procedures; 7) eventual effects on primary education; 8) parent-teacher association; and 9) financing of primary education.

61. BHUTTO, Ghulam Raza N. and ALI, Mohammad, A. The Program of Teacher Education --- In: The Quality of Teachers' Performance in Primary Schools, 63-100. Hyderabad, Bureau of Curriculum and Extension Wing. 1978.

The program of teachers education is described under the heads: 1) the academic and professional qualitifications of primary school teachers before the introduction of the new national system of education; 2) the academic and professional qualifications of primary school teachers recommended under the new system; 3) the compulsory inservice training, after five years' service, so as to train and acquaint teachers already in service with new knowledge and skills, and to bring them at par with the new set of teachers who are the product of the new system.

It is pointed out that an effort will be made to analyze and find out if there is a lag between what has been proposed in the new education policy and what actually exists in these areas at present.

TEACHERS

62. ABRAR, Syed. Ustaad Ki Shakhsiyat (Personality of Teacher) --- Jang (Rawalpindi) September 2, 1979 (U).

Most of the teachers do not come up to the required standard. They do not fulfil their duties honestly and only misguide the students. They advise them to take the help of guides and test papers. They prepare these guides and test papers and compel the students to purchase them and prepare for the examinations with their help.

If the government really wants to raise the standard of education and bring down the percentage of failures, it should immediately ban the publication and sale of all such guides and test papers. The motive of teachers behind such activities is plain and simple. They are forced to improve their socio-economic conditions. Their salaries are meager and basic facilities are few. They should, therefore, be paid handsomely, so that they may devote more time to their profession.

63. AZAD, Choudhry Mohammad Husain. Dour-e-Hazir Mein Ustaad Ki Haisiyet (Status of a Teacher in Modern Age) --- Imroz (Lahore) August 3, 1979 (U).

The status of a teacher in our society has fallen low, and the student community has no respect for him. This is, perhaps, because of the fact that his monthly salary is pitiably low. In an attempt to make both ends meet, he takes to private tuition. He simply cannot help it. Thus, he cannot perform his duties honestly.

In order to raise the social status of a teacher, immediate attention should be paid to raise the salary he is receiving at present. The condition of a primary teacher is all the more pitiable. This has adversely affected the standard of education, because a teacher with a meager income will hardly feel interested in his work. He will naturally turn to find out other ways and means of adding to his income.

64. AZAD, Choudhry Mohammad Husain. Ustaad Ki Ahmiyat (The Importance of the Teacher) --- Mashriq (Lahore) July 19, 1979 (U).

School teachers are financially worst affected. It was hoped that with the nationalization of schools, the fate of teachers would improve, and that their salary and status would rise. On

the contrary, the nationalization of schools has sealed their fate. The change has not only added to the expenditure of the government, but also created a number of new problems. For example, less experienced and undeserving teachers were raised to the ranks of headmasters, and those who were in general cadre were denied their right.

It is, therefore, suggested that the provincial schools should be handed over to the district authorities. In order to alliviate the financial burden of the government, nationalization should be withdrawn. It is a well known fact that unless the status of teacher is raised, the standard of education cannot improve.

65. KHAN, Atlas. Asataza Ka Intekhab (Selection of Teachers) --- Jang (Rawalpindi) August 8, 1979 (U).

If the government really wants to raise the standard of education, it should upgrade the posts and declare them superior services. This will attract the educated people to the education department. The selection of teachers should be made on the basis of competitive examination. At the moment, only those who have no other place to go, seek refuge in the education department. The teachers who are meritorious and intelligent take to this profession only as a stepping stone to more prestegious services. The first thing that needs to be done is to raise the salary of the teacher and give him a respectable place in society.

The standard of education can be raised only by stopping students from taking part in active politics. It would be better to put a ban on all political activity in colleges and universities.

66. KHURSHID, Abdus Salam. Ta'aleemi Idaray Aur Asateza (Educational Institutions and the Teachers) --- Mashriq (Lahore) September 21, 1979 (U).

Those who hold the students responsible for unrest are mistaken, because the latter are only partially responsible for it. The teachers are equally responsible because they take their job light heartedly and attend the classes without proper preparation. Moreover, most of them do not pay attention to discipline. They come late to the classrooms and habitually smoke there. The students naturally follow in their footsteps.

Most of the teachers keep themselves away from educational activities. They feel not without reason, that education has lost its value. They also feel that party politics pays more than anything else. Only those teachers stand to gain anything who somehow managed to gain personal favor of the high-ups.

These are the main causes of the fall in the standard of education and the standard of educational institutions.

67. SAULAT, Rukhsana. Angrezi Ka Me'yaar Past Kiun? (Why Standard of English Low?) --- Jang (Rawalpindi) July 21, 1979 (U).

Now it has been admitted that teachers are responsible for the low standard of English. They not only come unprepared to the classroom, but also take little interest in their profession. They are always busy in their private work or private tuition. After school hours, most of them hold private classes on school premises.

In examination halls, these teachers dictate answers to the students whom they teach privately. The students, on their part, think it is useless to work hard for their examinations. If our teacher, mend their ways, the standard of education would certainly improve.

The students are usually given heavy home work. This is not the case in foreign countries. The classroom there, is the place where teachers work hard. Our teachers should also adopt this method. They should refrain from giving hom work to students. Every assignment should be done in the classroom.

TEACHING METHODS AND MEDIA

68. GARIVAL, Sher Mohammad. Hamari Qaumi Zaban (Our National Language) --- Nawai Waqt (Rawalpindi) July 21, 1979 (U).

The bureaucrats in Pakistan do not want English to be replaced by Urdu for all competitive examinations. They fear that if Urdu is made compulsory for competitive examinations, the situation would change against their class interests. There is no denying the fact that the policy of keeping two media of instruction, has adversely affected our standard of education. Majority of students have to suffer because of this system of dual media. They are fully conversant neither with English nor with Urdu. Like the students, the teachers too are as ignorant or conversant with the two languages. According to a conservative estimate, 80 per cent of our teachers have no command over English, and 60 per cent of them cannot write Urdu correctly. This duality of medium of instruction should be done away with, and Urdu should be given its rightful place. Only Urdu should be the medium of instruction in all educational institutions.

69. SHAIKH, Abdul Qasim. Utility of Teaching Kit in Primary Schools with Reference to Content Development and Replacement of Items - An Analytical Review --- In: Report on National Workshop on Evaluation of Textbooks, 51-62. Jamshoro, Sind Textbook Board. 1979.

Growth in educational content and in the educational population whose range of aptitude varies widely has made teaching a very complex. To overcome the problem, the educationists and teachers the world over are making use of instructional resources that modern technology has placed at their disposal. The increasing use of the products of science and technology, such as topical films, cassettes, recorders, V.T.R., T.V., computers, etc. have given birth to a new field, called "educational technology". In advanced countries, the use of educational technology has now become very common. It is, of course, a problem for the developing countries, which cannot afford these sophisticated gadgets because of their high cost. So, there is a common trend in developing countries for developing inexpensive teaching materials from indigenous resources.

The subject is discussed in some detail under the headings 1) significance of instructional materials; 2) development of teaching kit for primary schools in Pakistan-background of the project; 3) the kit and concept development; 4) the teaching kit enterprise in Sind; and 5) future strategies.

TECHNICAL EDUCATION

70. PARVEZ, Bashir. Technical Education in Pakistan --- Pakistan Times (Rawalpindi) August 24, 1979.

No conscious and planned effort has so far been made to create an informed public opinion about the important role of technical education in the social and economic development of the country. It should be clearly understood that technical education functions at three levels: first, the professional level of engineers; secondly, semi-professional level of technicians; and thirdly, the skilled worker or tradesman level. All these levels are distinct and separate, and are designed for different objectives.

The situation in our country is so fluid that we have recently introduced a B. Technical Degree program under the sponsorship of the Engineering University of Lahore, for producing, what we hope will be, a cross-breed between technicians and engineers under the unfamiliar title of technologists.

Another misconception that has grown over a period of time relates to the major fields that are covered by technical education. It has been assumed that technical education must, by definitation, include only technological specialities. There is, thus, an urgent need for co-ordinating the efforts of all technician-producing organizations, in order to avoid waste and duplication and semantic confusion.

WOMEN'S EDUCATION

71. SULEMAN, Saleha. Khawateen University (Women University) --- Nawai Waqt (Rawalpindi) August 22, 1979 (U).

After the establishment of a separate university for women, the female students would not only benefit from the education at the post-graduate level but also get employment in many vocations. The appointment of a Lady Vice-Chancellor would not be a problem for the Government. There is no dearth of highly educated ladies in the country. There are so many lady professors in the Punjab University.

Some quarters fear that the establishment of a separate Women's University would not prove a success. Such apprehensions are baseless. In Lahore, we have a Medical College exclusively for female students, and it is being administered by women. The standard of this college is as good as that of any other medical college in the country. The addition of a university exclusively meant for women will be a wise step. But this university need not be confined to Home Economics only. Arts and Science classes should also be conducted there. It should have arrangements for the teaching of all subjects, ranging from science and engineering to law and journalism. All members of the teaching should be selected from among women for this university.

GENERAL

72. BHATTI, Mudassarah. Ta'aleemi Me'yaar Ki Pasti (Deterioration in Educational Standard) --- Akhbar-e-Khawateen (Karachi) June 30 - July 6, 1979 (U).

Most of the teachers are responsible for the deterioration in educational standards. They neither care to complete the course within the academic year, nor come to the classroom in time.

Some of them do not prepare the lectures. They simply while away their time in gossiping. Some of the teachers do not dictate notes to the students in the class. They simply ask them to study such and such books.

Our long syllabus too is responsible for the fall in the standard of education, more particularly that of primary classes. The result is that students lose all interest in their books.

Most of the parents are also equally responsible for the fall in the standard of education. They have no interest in the performance of their wards in the school or in the examinations. Students of such parents often fail in the examinations.

73. BUKHARI, Farah. Taveel Nisab (Long Syllabus) --- Jang (Rawalpindi) September 15, 1979 (U).

It has become common place to talk about the falling standard of education and the rising percentage of failures. Educationists assemble and sympsia are held to grapple with the problem, but all to no avail.

The responsibility for this does not lie on the shoulders of the department of education alone. It rests squarely on the shoulders of policy makers. The courses are too long and the text-books are too voluminous to begone through within one academic year. If the examination is to be held once, it should be held on the basis of the semester system, so that the students can prepare for it without any difficulty. The semester system has been introduced for M.A. and M.Sc. classes in the universities, but colleges have been left to do without it.

Then comes the responsibility of our teachers. It is a fact that teachers who are working in colleges give very little time and attention to the students. Either they do not attend the classrooms at all, or if they do so, they while away their time in sweet gossip. The first thing to do is to revise the syllabii, to introduce the semester system in colleges, and to reduce the vacations.

74. MIRZA, Mohammad Tufail. Hamara Nizam-e-Ta'aleem (Our System of Education) --- Mashriq (Lahore) July 23, 1979 (U).

During the last 32 years, various education commissions were set up, and educationists from all over the country presented their suggestions for raising the standard of education. But the result is nil. On the contrary, the standard of education has further deteriorated, and the percentage of failures has risen.

Following are the causes for the failure of these recommendations: 1) Our bureaucrats, who have no knowledge of the problems of rural areas headed the commissions. 2. No concrete steps were taken to adopt Urdu as the medium of instruction in our educational institutions. English remains our medium of instruction. 3. Working teachers were never invited to take part in the seminars organized for the preparation of educational policy. 4. Outdated system of examination is still in practice. Semester system was introduced in the university in the hope that it would improve the standard of education. And now voices are being raised against this system.

75. SHIRAZI, Syeda Anis. Imtehanon Mein Talaba Ki Nakami (Failure of Students in Examinations) --- Jang (Rawalpindi) July 21, 1979 (U).

One of the causes of the increasing percentage of failures in examinations is that the subjects are chosen by the parents against their wards will and liking. The result is that the students fail in the examinations. Choice of subjects, therefore, should be left entirely to the discretion of the students. Compulsion in this matter ruins the future of their wards.

76. TARIQ, Rana Mohammad Altaf. Ta'aleemi Inhetaat Ki Zimmedari Kis Par? (Who is Responsible for Deterioration in Education) --- Mashriq (Lahore) September 1, 1979 (U).

New education policy has some objectives, and in order to achieve these objectives, some programs of action are drawn up for a work team. What is needed is to examine the environment and resources, and then to experiment the syllabii in different rural and urban areas on a limited scale for its results. If the results are encouraging, the policy is put into effect throughout the country.

Unfortunately, in our country the syllabus is introduced throughout the country without any prior test in any institutions. The teachers are not provided any facilities for the purpose. The result is that the standard of education continues falling. The teachers are held responsible for the bad results, although they are not taken into confidence at any stage of the formulation of the education policy. The fact is that neither the teachers nor the students are responsible for the bad results. The root causes are bad planning and sub-standard syllabii.

TEXT BOOKS (Special Section)

77. ABBASI, Abdul Majid. Instrinsic Analysis of Curricula and Textbooks for Primary Classes --- In: Report on the National Workshop on Evaluation of Textbooks, 26-35. Jamshoro, Sind Textbook Board. 1979.

Curriculum evaluation is a new concept. Evaluation is an important operation in curriculum development. It is the process of finding out how far the learning experiences, as developed and organised, are actually producing the desired results. As a result of evaluation, it is possible to note in what respects the curriculum is effective, and in what respects it needs improvement. The concept of intrinsic evaluation is briefly discussed. Seven points have been mentioned, which may be taken into consideration while evaluating the contents of curriculum. Specific criteria for curriculum analysis are presented.

About 10 factors have been presented as general criteria for intrinsic analysis of textbooks. The procedure for intrinsic analysis of text-books is also discussed under the heads: 1) contents analysis; and 2) pedagogic analysis.

78. ALAM, Zafar. Text-Book Board Affairs --- Pakistan Times (Rawalpindi) July 23, 1979.

The Textbook Board looks after the compilation and printing of various testbooks from class I to class XII and makes arrangements for as many as 35 million volumes within a given time limit. The Board also frames curricula and syllabi, selects writers for text-books, collects and edits manuscripts, and gives contracts to the local presses. By all accounts, the work of the Board is colossal in bulk. In the past, the Board had to face administrative sabotage.

Teachers of Mathematics in the province have also been protesting for some time against the courses set for schools and their complaint has been substantiated by the poor matriculation results in the subject for the past three years. Another important point is the get-up of the text-books, which continues to be deplorable. Science books, in particular, have ugly diagrams produced at the miserable fee of two rupees per diagram by amateur favourites of the Board.

79. ARAIN, Manzoorul Haq and Others. Report of the Evaluation of Textbooks on Mathematics for Classes I to V. --- In: Report on National Workshop on Evaluation of Textbooks, 87-111. Jamshoro, Sind Textbook Board. 1979.

An evaluation committee was appointed to evaluate textbooks on mathematics for classes I to V. The committee theoritically analyzed the books on the basis of the following criteria: 1) content analysis; 2) logic and explanation; 3) pedagogic analysis; 4) diagrams and illustrations; 5) language; 6) objective of text-books; 7) official curricula and text-books; 8) vertical and horizontal decalogues; and 9) physical aspects of the book.

The committee evaluated 634 pages; 76 mathematical terms comprising 175 sub-topics; 132 concepts; 2472 questions; and a large number of illustrations, diagrams and work examples. A full analysis of every text-book is provided seperately.

80. CHANNA, Karim Bux and Others. Report of the Evaluation of Textbooks on Social Studies for Primary Classes --- In: Report on National Workshop on Evaluation of Textbooks, 117-124. Jamshoro, Sind Textbook Board. 1979.

A committee was constituted to evaluate textbooks of social studies for primary classes. The committee developed a format on which the evaluation was done. It was divided into two broad areas: 1) content; and 2) pedagogic. Under content, the following points were evaluated: 1) categories of the content area; 2) content coverage; 3) accuracy of the content. Under the pedagogic, the following points were evaluated: 1) pupil's activities; 2) question-answer and exercises; 3) maps, figures, charts, diagrams, etc.; 4) language; and 5) get-up, printing, etc.

In the light of these points the latest editions of textbooks were evaluated and necessary improvements were suggested.

81. CHAUDHRY, Nawabuddin. Text-books --- Pakistan Times (Rawalpindi) August 27, 1979.

The reasons for our general academic and intellectual decay are obvious. Our scholars and historians are generally mediocre. Their methods of research and ways of thinking are basically defective. Their writings are devoid of wisdom and their styles are strereotyped.

It has been a tradition with our textbook Boards that their books are usually written by "men of their own choice," who are mostly mediocres. To improve the situation, radical changes are immediately required in our educational system and in the method of text-book writing in Pakistan. Only talented scholars in their respective fields should be assigned the work of writing text-books, especially for social sciences. No single author should be allowed to write more than one textbook in a year. An open competitive method for getting the textbooks written must be adopted. All the scripts prepared by them should be carefully scrutinized by select Committees consisting of impartial scholars and educationists. The best scripts should be allowed to be published.

82. HALIM, M.M. A Critical Appraisal of Technical Editing of Textbooks --- In: Report on National Workshop on Evaluation of Textbooks, 36-39. Jamshoro, Sind Textbook Board. 1979.

The prevailing procedure of the development and preparation of textbooks is discussed, and the role of editors in the process is indicated. The editor is considered to be the mainspring of book publishing. The editor is a multi-purpose man in developing countries like Pakistan. He is editor, copy editor and proof reader, all roled into one. He not only reads manuscripts, but also edits them. He prepares the manscripts for the press, but also runs after the press. The restrictions imposed by the provincial and federal governments on editors are pointed out.

It is pointed out that though the editor's job has its frustrations, yet it has its rewards too. The editor has the satisfaction of being concerned with every aspect of the book at every stage of the process of production.

83. HASRAT, Abdul Haq and Others. Report National Workshop Berai Jaiza Kutub Nisab Az Darja Awwal Ta Panjum-Zuban Urdu (Report National Workshop for Evaluation of Textbooks for Classes I to V - Urdu Language) --- In: Report on the National Workshop on Evaluation of Textbooks, 82-86. Jamshoro, Sind Textbook Board. 1979 (U).

A committee was constituted to review and evaluate text-books of Urdu language for classes I to V. Due to limitation of time, the committee could evaluate only books for classes I to III and that too only for Sind and N.W.F.P. text-book boards. For the purposes of evaluation, the committee selected three heads: 1) topics, matter, and presentation of subjects; 2) script and teaching planning; and 3) production of books including paper, binding, cover, illustrations, etc.

The first part of the report evaluates books published by the Sind Textbook Board and the second part covers publications of N.W.F.P. Textbook Board. Along with evaluation, recommendations

have also been made for improving the standard of text-books.

84. KHALIQ, Belal. Nisaab Ki Kitaben (Textbooks) --- Jang (Rawalpindi) September 22, 1979 (U).

Majority of students belonging to primary and secondary schools find no interest in the text-books that are prescribed for them. They pay little attention to them and turn to notes, help books, etc. The reasons are: 1) Text-books are mostly prepared by those who have little idea of the mental capacity and knowledge of the students. The students simply do not understand the lessons. 2) The teachers also fail to make their teaching interesting. They made through the course without caring whether the students have followed what was taught to them. The purpose of teaching is not to finish the given course during the academic year. It is their duty to create interest in the subject in the minds of the students. 3) The students are not at liberty to choose the subjects of their own liking.

85. KHOKHAR, Lal Bakhsh, SHAH, Syed Sher and HUSSAINI, Imdad. Report of Evaluation of Textbooks on Sindhi Language for Class I - V. --- In: Report on Workshop on Evaluation of Textbooks, 74 - 81. Jamshoro, Sind Textbook Board. 1979.

In the course of the National Workshop on Evaluation of Textbooks, a committee was constituted to review and evaluate the Sindhi books for classes I to V. During the five-day deliberations the committee examined and evaluated the value and utility of the books in the light of the curriculum.

The committee, after a study of class-wise readers, gave its comments on the quality of the readers from the points of view of both contents and production. The comments express general satisfaction. In order to improve the production quality of the text-books, the committee made a number of suggestions. Detailed remarks about each book under scrutiny are also given.

86. MALIK, Qayum. A Study of the Supplementary Reading Material for Primary Classes --- In: Report on National Workshop on Evaluation of Textbooks, 40 - 43. Jamshoro, Sind Textbook Board, 1979.

The importance of supplementary reading cannot be over emphasized. A child, whose reading is confined only to text-books and who has no access to supplementary reading materials,

will be a mediocre specimen in life. It is, therefore, essential to make supplementary reading popular among the primary class students. For this purpose, we need production of attractive, low-cost, and suitable books. Then there is a need for creating conditions in which the child may easily and joyfully make use of the available extra reading materials.

The writer briefly examines the existing situation in the matter of availability of reading material for primary classes. The role of National Book Foundation is specially mentioned, and its achievements in the production of standard supplementary reading material are praised. A number of suggestions have been made in respect of the existing conditions, including the proposal of establishing a Children's Book Council.

87. QASIM, A. and Others. Report of the Evaluation of Textbooks on Science for Classes I to V. --- In: Report on National Workshop on Evaluation of Textbooks, 112-116. Jamshoro, Sind Textbook Board, 1979.

A committee was appointed to evaluate science text-books for classes I to V. The committee could only look at the books of Sind and N.W.F.P. Boards. It went through the contents of the books keeping in view the demands of the curriculum. The science curriculum for classes I to V has been the most important criterion in this evaluation exercise.

First part deals with books published by Sind Textbook Board, and the Second part discusses books by the N.W.F.P. Board. Deficiencies have been pointed out and improvements have been suggested.

88. RAFIQ, Saeed Ahmed. Re-organization of Textbook Boards - Some Issues and Recommendations --- In: Report on Workshop on Evaluation of Textbooks, 63 - 66. Jamshoro, Sind Textbook Board. 1979.

The guidelines are presented to be followed by the textbook boards while preparing the textbooks. In order to bring the books in the market, the Boards are to shoulder the following responsibilities: 1) books should be available in time; 2) books should be available at all places where they are needed; 3) books should be cheap; and 4) books should not be pirated.

In order to prepare standard textbooks and to market them in time everywhere, the Boards need an efficient organization. Some 12 guidelines are presented for the organization of the

text-book boards. It is pointed out that if the Boards are reorganized on these lines, they will be able to perform their basic duties properly and more efficiently.

89. SHAH, Syed Mohammad Saleh. Nisabi Kutub Kay Musawadaat Ki Tayyari (Preparation of Textbooks Manuscripts) --- In: Report on National Workshop on Evaluation of Textbooks, 44-50. Jamshoro, Sind Textbook Board. 1979. (U).

There is a marked difference between textbooks and non-textbooks. In non-textbooks the writer has the freedom to present his material as he likes. But in text-books the writer has several considerations, such as, the syllabus, mental capacity of the children, environment, the allotted time of the subject in the time table, special needs of the country, building up of national character, aims and objects of education, etc. As every educated person is not a writer, so also every writer cannot be a text-book writer. Text-book writing is a very difficult job and requires thorough knowledge of the subject and long training in writing.

The writer traces the historical background of text-book preparation from pre-partition to the present days and comments on the merits and demerits of the work at different stages.

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